



**César Chávez Academy
East Campus**

4130 Maxwell St.
Detroit, MI 48214
Tel: 313.924.0317

**César Chávez Academy
Lower Elementary School**

8126 W. Vernor Hwy.
Detroit, MI 48209
Tel: 313.843.9440
Fax: 313.297.6948

**César Chávez Academy
Upper Elementary School**

4100 Martin St.
Detroit, MI 48210
Tel: 313.361.1083
Fax: 313.361.1095

**César Chávez Academy
Middle School**

6782 Goldsmith St.
Detroit, MI 48209
Tel: 313.842.0006
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**César Chávez Academy
High School**

1761 Waterman St.
Detroit, MI 48209
Tel: 313.551.0611
Fax: 313.551.0552

**César Chávez Academy
District Office**

4180 Martin St.
Detroit, MI 48210
Tel: 313.361.8689
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www.chavezacademy.com

January 3, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Cesar Chavez Academy Lower Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact the school leader, Gabriela Jaime, for assistance.

The AER is available for you to review electronically by visiting the following web site, <http://bit.ly/37CqGyb>, or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school **HAS NOT BEEN GIVEN ONE OF THESE LABELS.**

Based on the data analyzed from the key performance indicators on our school index score card our challenges and key focus are to continue improving the number of students who are chronically absent and increasing the overall growth of our English Language Learners. Currently 85% of our K-2 population are English Language Learners. Initiatives that we have undertaken to address the needs of our school population are increased ELL interventionists, professional development for all instructional staff focused on strategies to support language development, student engagement, writing and reading practices. These initiatives have maintained adequate growth for English Language Learners meeting the state growth target.

Initiatives that we have started to support with chronic absences are rewarding students with perfect attendance and daily phone calls home for absent students. These strategies have increased our "On-Track Attendance" rate from 60%-66%. We will continue to implement these strategies along with reinforcing the importance of good attendance to our school community through a variety of media.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

- Cesar Chavez Academy is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.
- The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.
- Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.
- In the spring, the school holds an advertised open enrollment period, during which any Michigan resident may apply.
- In the event that any grade is over-subscribed, a public lottery is held to determine enrollment and a waiting list.
- The academy identifies, evaluates and services all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect your child may have a disability, please contact the school leader.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

2018-2019: Our School Improvement Team meets regularly to review classroom and intervention data and use data to drive instruction. We continue working on increasing grade level proficiency through a strong Tier 1 program, daily Tier 2 and Tier 3 interventions, language development and active student engagement. We have established a progress monitoring schedule that ensures that students are routinely monitored in reading to support with making quick instructional decisions. We have also included strategies for decreasing chronic absenteeism such as daily calls home, meetings with parents and constant communication to our school community of the importance of good attendance.

2017-2018: At Cesar Chavez Academy Lower Elementary we continue working on increasing grade level proficiency through a strong Tier 1 program, daily Tier 2 and Tier 3 interventions,

language development and active student engagement. We have established a progress monitoring schedule that ensures that students are routinely monitored in reading to support with making quick instructional decisions. We have also established a schedule that ensures our neediest students are receiving an additional 30 minutes of small group instruction 3-5 times per week in reading and math.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Not Applicable

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

2018-2019: The academy's core curriculum is posted on the school website at www.chavezvernor.com and can be requested at our main office. Teachers follow grade specific common curriculum maps and adjust accordingly throughout the year to match the needs of their

individual classrooms. We utilize a variety of resources to ensure that we are meeting the needs of our diverse learners such as the Journeys reading program, Phonics First, Phonemic Awareness through Heggerty Literacy Resources, MyMath, Mystery Science and the MC3 Social Studies Curriculum. English Language Arts and Mathematics curriculum maps are aligned to the Common Core State Standards. Social Studies, Music, Physical Education, Health and Art curriculum maps are aligned to the Michigan Grade Level Content Expectations. Science curriculum maps are aligned to the Michigan Science Standards.

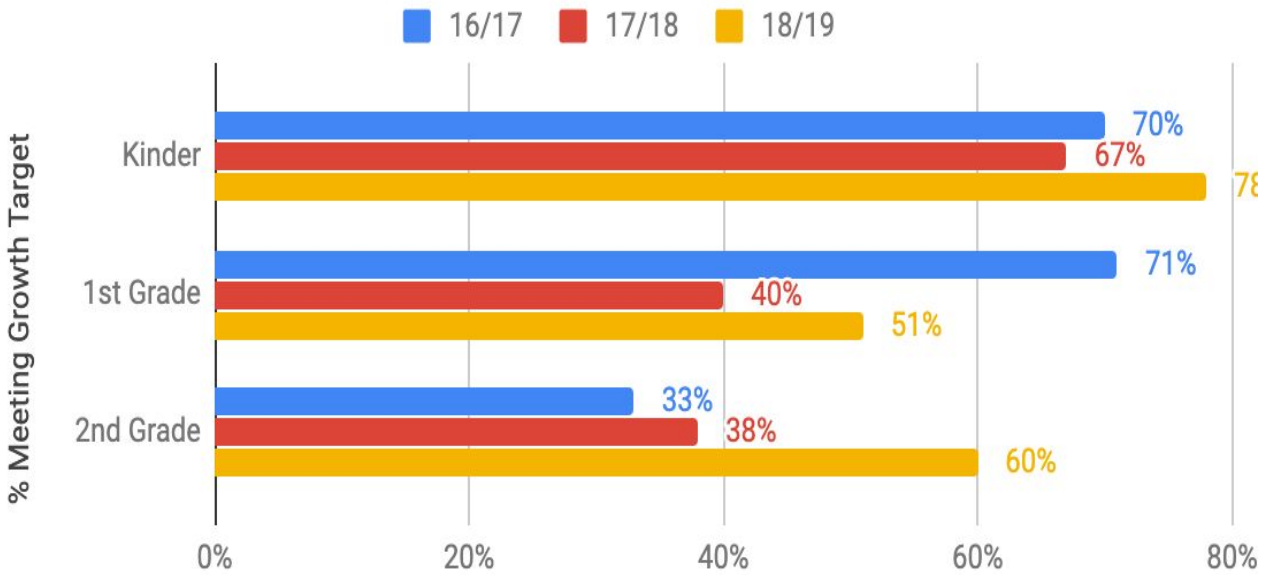
2017-2018: The academy's core curriculum is posted on the school website at www.chavezvernor.com and can be requested at our main office. Teachers follow grade specific common curriculum maps and adjust accordingly throughout the year to match the needs of their

individual classrooms. Our English Language Arts and Mathematics curriculum maps are aligned to the Common Core State Standards. Social Studies, Music, Physical Education, Health and Art curriculum maps are aligned to the Michigan Grade Level Content Expectations. Science curriculum maps are aligned to the Michigan Science Standards.

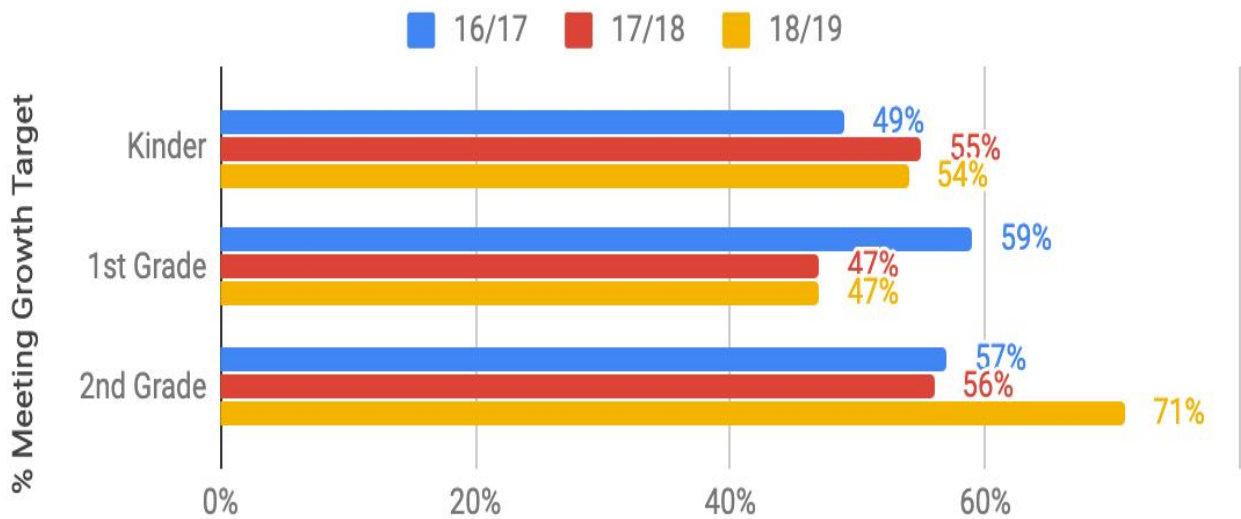
5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

NWEA Three Year Trend Data

MATH



READING



6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

2018-2019: 400 students (89%) of were represented by parents/guardians at parent-teacher conferences

2017-2018: 398 students (87%) of were represented by parents/guardians at parent-teacher conferences

I would like to personally congratulate the staff, students, and families of César Chávez Academy on a successful school year. Thank you for choosing César Chávez Academy for your child's education. We look forward to continuing to provide a quality education to you and your family.

Sincerely,

Gabriela Jaime
School Leader
Cesar Chavez Academy Lower Elementary

Annual Education Report Cesar Chavez Academy Elementary (08347)

M-STEP Grades 3-11

Subject	Grade	Student Group	School Year	State Percent Students Proficient	State Number Students Proficient	District Percent Students Proficient	District Number Students Proficient	School Percent Students Proficient	School Number Students Proficient	Percent Advanced	Number Advanced	Percent Proficient	Number Proficient	Percent Partially Proficient	Number Partially Proficient	Percent Not Proficient	Number Not Proficient
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No Data to Display

Annual Education Report Cesar Chavez Academy Elementary (08347)

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

Annual Education Report Cesar Chavez Academy Elementary (08347)

MI -Access Functional Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report Cesar Chavez Academy Elementary (08347)

MI -Access Supported Independence

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report Cesar Chavez Academy Elementary (08347)

MI -Access Participation

Subject	Grade	Student Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report Cesar Chavez Academy Elementary (08347)

MI-Access Students Who Took MI-Access, by Test Type

Subject	Grade	Student Group	School Year	Number Tested - M-STEP, SAT or MI-Access	Number Tested - Any MI-Access	Percent Tested - Any MI-Access	Number Tested - Functional Independence	Percent Tested - Functional Independence	Number Tested - Supported Independence	Percent Tested - Supported Independence	Number Tested - Participation	Percent Tested - Participation
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No Data to Display

Annual Education Report Cesar Chavez Academy Elementary (08347)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
All Students	ELA	98.8%	1.2%	49.69%	99.4%	0.6%	N/A	N/A	N/A	N/A
All Students	Mathematics	98.9%	1.1%	39.95%	99.6%	0.4%	N/A	N/A	N/A	N/A
All Students	Science	98.1%	1.9%	N/A	99.0%	1.0%	N/A	N/A	N/A	N/A
All Students	Social Studies	98.0%	2.0%	31.23%	99.0%	1.0%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	ELA	98.2%	1.8%	41.43%	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.3%	1.7%	29.62%	<10	<10	<10	N/A	N/A	N/A
American Indian or Alaska Native	Science	97.4%	2.6%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.4%	2.6%	25.66%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	0.7%	71.37%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Mathematics	99.5%	0.5%	70.67%	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Science	99.3%	0.7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	Social Studies	99.3%	0.7%	50.38%	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	ELA	98.0%	2.0%	25.07%	98.2%	1.8%	N/A	N/A	N/A	N/A
Black or African American	Mathematics	98.0%	2.0%	14.94%	98.2%	1.8%	N/A	N/A	N/A	N/A
Black or African American	Science	96.7%	3.3%	N/A	94.4%	5.6%	N/A	N/A	N/A	N/A
Black or African American	Social Studies	96.6%	3.4%	10.83%	94.4%	5.6%	N/A	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.7%	1.3%	38.01%	99.5%	0.5%	N/A	N/A	N/A	N/A

Annual Education Report Cesar Chavez Academy Elementary (08347)
Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Hispanic of Any Race	Mathematics	98.8%	1.2%	26.94%	99.6%	0.4%	N/A	N/A	N/A	N/A
Hispanic of Any Race	Science	98.0%	2.0%	N/A	99.2%	0.8%	N/A	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	98.0%	2.0%	19.37%	99.2%	0.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.5%	0.5%	50.95%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.5%	0.5%	37.78%	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.2%	0.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.2%	0.8%	24.67%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	1.3%	47.09%	<10	<10	<10	N/A	N/A	N/A
Two or More Races	Mathematics	98.7%	1.3%	35.98%	<10	<10	<10	N/A	N/A	N/A
Two or More Races	Science	97.9%	2.1%	N/A	<10	<10	<10	N/A	N/A	N/A
Two or More Races	Social Studies	97.9%	2.1%	27.34%	<10	<10	<10	N/A	N/A	N/A
White	ELA	99.0%	1.0%	56.44%	100.0%	0.0%	N/A	N/A	N/A	N/A
White	Mathematics	99.1%	0.9%	46.59%	100.0%	0.0%	N/A	N/A	N/A	N/A
White	Science	98.4%	1.6%	N/A	100.0%	0.0%	N/A	N/A	N/A	N/A
White	Social Studies	98.4%	1.6%	36.71%	100.0%	0.0%	N/A	N/A	N/A	N/A
Female	ELA	98.9%	1.1%	53.92%	99.0%	1.0%	N/A	N/A	N/A	N/A

Annual Education Report Cesar Chavez Academy Elementary (08347)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Female	Mathematics	99.0%	1.0%	38.19%	99.3%	0.7%	N/A	N/A	N/A	N/A
Female	Science	98.3%	1.7%	N/A	98.2%	1.8%	N/A	N/A	N/A	N/A
Female	Social Studies	98.2%	1.8%	28.84%	98.2%	1.8%	N/A	N/A	N/A	N/A
Male	ELA	98.7%	1.3%	45.63%	99.8%	0.2%	N/A	N/A	N/A	N/A
Male	Mathematics	98.7%	1.3%	41.64%	99.8%	0.2%	N/A	N/A	N/A	N/A
Male	Science	97.9%	2.1%	N/A	100.0%	0.0%	N/A	N/A	N/A	N/A
Male	Social Studies	97.9%	2.1%	33.54%	100.0%	0.0%	N/A	N/A	N/A	N/A
Economically Disadvantaged	ELA	98.4%	1.6%	34.98%	99.5%	0.5%	N/A	N/A	N/A	N/A
Economically Disadvantaged	Mathematics	98.5%	1.5%	25.03%	99.6%	0.4%	N/A	N/A	N/A	N/A
Economically Disadvantaged	Science	97.3%	2.7%	N/A	99.0%	1.0%	N/A	N/A	N/A	N/A
Economically Disadvantaged	Social Studies	97.2%	2.8%	17.58%	99.0%	1.0%	N/A	N/A	N/A	N/A
English Learners	ELA	98.8%	1.2%	23.86%	99.3%	0.7%	N/A	N/A	N/A	N/A
English Learners	Mathematics	99.1%	0.9%	22.89%	99.6%	0.4%	N/A	N/A	N/A	N/A
English Learners	Science	98.2%	1.8%	N/A	99.7%	0.3%	N/A	N/A	N/A	N/A
English Learners	Social Studies	98.3%	1.7%	6.54%	99.7%	0.3%	N/A	N/A	N/A	N/A
Migrant	ELA	N/A	N/A	18.89%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Mathematics	N/A	N/A	13.88%	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	Social Studies	N/A	N/A	7.33%	N/A	N/A	N/A	N/A	N/A	N/A

Annual Education Report Cesar Chavez Academy Elementary (08347)
 Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Not Tested Total	State Percent Proficient	District Tested Total	District Not Tested Total	District Percent Proficient *	School Tested Total	School Not Tested Total	School Percent Proficient **
Students With Disabilities	ELA	97.5%	2.5%	24.82%	98.3%	1.7%	N/A	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.9%	2.1%	18.51%	98.3%	1.7%	N/A	N/A	N/A	N/A
Students With Disabilities	Science	95.3%	4.7%	N/A	98.5%	1.5%	N/A	N/A	N/A	N/A
Students With Disabilities	Social Studies	95.8%	4.2%	11.95%	98.6%	1.4%	N/A	N/A	N/A	N/A
Homeless	ELA	96.3%	3.7%	28.30%	100.0%	0.0%	N/A	N/A	N/A	N/A
Homeless	Mathematics	96.5%	3.5%	18.28%	100.0%	0.0%	N/A	N/A	N/A	N/A
Homeless	Science	94.1%	5.9%	N/A	100.0%	0.0%	N/A	N/A	N/A	N/A
Homeless	Social Studies	94.1%	5.9%	13.17%	100.0%	0.0%	N/A	N/A	N/A	N/A
Foster Care	ELA	N/A	N/A	27.54%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Mathematics	N/A	N/A	17.90%	N/A	N/A	N/A	N/A	N/A	N/A
Foster Care	Social Studies	N/A	N/A	11.85%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	ELA	N/A	N/A	54.39%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Mathematics	N/A	N/A	41.32%	N/A	N/A	N/A	N/A	N/A	N/A
Military Connected	Social Studies	N/A	N/A	30.54%	N/A	N/A	N/A	N/A	N/A	N/A

Annual Education Report Cesar Chavez Academy Elementary (08347)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data	Most Recent Results	Interim Objective	Interim Objective	Long-Term Target
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No Data to Display

Annual Education Report Cesar Chavez Academy Elementary (08347)

Percentage of English Learners Making Progress in Achieving English Language Proficiency

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
English Learners	46.41%	100.00%	52.12%	54.98%	59.26%

Annual Education Report Cesar Chavez Academy Elementary (08347)

Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	80.30%	N/A	66.24%

* All data based on students enrolled for a full academic year.

Annual Education Report Cesar Chavez Academy Elementary (08347)

Academic Proficiency

Student Group	Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
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No Data to Display

Annual Education Report Cesar Chavez Academy Elementary (08347)

Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value	Accountability Status	Reason for Identification
Cesar Chavez Academy Elementary	0.00	0.00	0.00	100.00	71.38	0.00	100.00	83.97	N/A	N/A

Annual Education Report Cesar Chavez Academy Elementary (08347)
Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	P.H.D.
Cesar Chavez Academy Elementary (08347)	0	25	3	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Cesar Chavez Academy Elementary (08347)	28.00	10.00	35.7%	10.00	35.7%	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Cesar Chavez Academy Elementary (08347)	1.00	0.00	0.0%	0.00	0.0%	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Cesar Chavez Academy Elementary (08347)	28.00	1.00	3.6%	1.00	3.6%	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Cesar Chavez Academy Elementary (08347)	28.00	1.00	3.6%	1.00	3.6%	N/A	N/A

Annual Education Report Cesar Chavez Academy Elementary (08347)

LEA School Improvement Fund Recipients

District Name	School Name	Type of School	Funds Received	Strategies Implemented
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No Data to Display

Annual Education Report Cesar Chavez Academy Elementary (08347)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	7
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Cesar Chavez Academy Elementary (08347)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Cesar Chavez Academy Elementary (08347)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
‡	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
5	33	67	35	8	
Native Hawaiian or Other Pacific Islander					
Two or More Races					
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility					
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	3

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.